

CURRICULUM-BASED ANTI-BULLYING INTERVENTION

A set of curricular activities that create classroom opportunities for awareness raising, self-reflection, and problem-solving situations relevant to bullying.

1. INITIATING ORGANIZATION(S), PARTICIPATING COUNTRIES

Department of Primary Education, University of Thessaly, Greece

2. THEORETICAL APPROACH

The programme was based on the premise that the peer group exerts important power on shaping and maintaining bullying behaviours in school. **Based on Salmivalli's work**, the programme used peer-group power towards changing *peer social roles*, and in particular analysing and targeting **bystanders' behaviours** in bullying situations.

3. PROGRAMME DURATION

2003-4 school year (December 2003 to May 2004); four weeks of two instructional hours each week, a total of 8 instructional hours.

4. COMPONENTS AND PRACTICAL INFORMATION

A set of in-class curricular activities on three topics: awareness raising, self-reflection and commitment to new behaviours. The aim of the teacher training was twofold:

- To raise their awareness of the bullying problem and its seriousness
- Actively to engage them in the intervention and raise their self-efficacy in implementing particular anti-bullying curricular activities.

5. PROGRAMME PARTICIPANTS

Ten classes in Central Greece, total 456 pupils (206 controls and 248 experimental condition pupils). 4th grade: 145; 5th grade: 162; and 6th grade: 147 students. The programme was embedded within the wider curriculum of the classes and was implemented by the classroom teachers (four men and nine women) in 13 different classrooms (four fourth-grade, five fifth-grade, and four sixth-grade).

6. ASSESSMENT

1. There was a reduction in 'outsiders' behaviours (children remaining uninvolved and thus facilitating the maintenance of bullying behaviours)
2. The programme led to an enhancement of students' self-efficacy for assertion and for intervening in bully/victim incidents.
3. The programme was more effective for younger (9 years) than older (>11 years) children.
4. Older girls reported more positive interactions after the intervention, compared to younger girls and boys.
5. Long term effects were limited (Andreou, Didaskalo & Vlachou, 2007).

The intervention was evaluated as effective, with significant effect size calculated for **bullying** in the Farrington & Ttofi report (2010).

ENABLE – European Network Against Bullying in Learning and Leisure Environments
INFORMATION SHEET ON ANTI-BULLYING APPROACHES

7. FURTHER READING AND CONTACT INFORMATION

Andreou, E., Didaskalou, E., & Vlachou, A. (2007). Evaluating the effectiveness of a curriculum based anti-bullying intervention programmes in Greek primary schools. *Educational Psychology*, 27(5), 693-711. Abstract:

<https://scholar.google.gr/scholar?hl=en&q=Evaluating+the+effectiveness+of+a+curriculum%E2%80%90based+anti%E2%80%90bullying+intervention+programme+&btnG=>